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ABSTRACT

The educational system of Spain is described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. The Education Law of 1970 and its effects on college-bound students are briefly reviewed. The following types of education are described: basic general education, the uniform general secondary school program, the college orientation year, university entrance examinations, undergraduate professional and technical schools, undergraduate colleges, professional schools at the secondary and tertiary levels, and the grading system. Undergraduate colleges are three-year institutions offering courses identical to those of the first 3 years of the standard Spanish university curriculum. After completing the undergraduate colleges, students move on to the degree phase at a university. Other tertiary institutions include polytechnic universities, military academies, and professional schools. The placement recommendations take into consideration the students' vocational and academic background. Appended are a glossary and a list of universities under state control and under private control. (SW)

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SPAIN

A GUIDE TO THE ACADEMIC PLACEMENT OF STUDENTS IN EDUCATIONAL INSTITUTIONS OF THE UNITED STATES

ED249898

Arnold H. Weiss

WORLD EDUCATION SERIES

American Association of Collegiate Registrars and Admissions Officers

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SPAIN

A Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States

Arnold H. Weiss
Assistant Dean, the Graduate School
University of Kansas

1975

A Service of the International Education Activities Group of the American Association of Collegiate Registrars and Admissions Officers

Placement Recommendations Approved by the Council on Evaluation of Foreign Student Credentials

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Preface

"Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in United States Educational Institutions," written by the late J. Richard Toven and published in the World Education Series (WES) in 1967, remains today a useful handbook and guide for U.S. admissions officers.* Toven's evaluation of Spanish universities and secondary schools, as they existed at the time of publication, and the criteria he used in comparing them with their U.S. counterparts reflect the highest of standards and have made the volume a model in its field.

Slight modifications were made in the Spanish educational system, principally at the secondary level, between 1967 and 1970. These changes did not affect significantly either the description of the educational system or the placement recommendations of the Toven book. However, in 1970, three years after its publication, a law passed by the Spanish Parliament rendered much of that book obsolete. It is this law that has created a need for a new WES publication to assist admissions officers in placing Spanish students in U.S. educational institutions.

The recommendations of this pamphlet are to be used not only with the Toven volume but also with the U.S. Office of Education publication, "Educational Reform and Renewal in Contemporary Spain," by William W. Brickman, of the University of Pennsylvania.† Dr. Brickman's report covers in detail the reforms initiated by the 1970 legislation and in that sense brings important aspects of Toven's study up to date.

The most complete and easily available official picture of publicly-supported higher and professional education as it exists in Spain today is presented in the booklet, *Estudios y profesiones en España*, published (in Spanish only at this time) by the Ministry of Education and Science in 1974. Since it is intended primarily as a guide for students, parents, teachers, and counselors, the booklet includes much information not required by foreigners. However, it does contain a brief but up-to-date survey of the entire Spanish system of public education which will be useful to persons who read the language.

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*See the inside back cover for a list of publications of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and instructions for purchasing the volume on Spain.

†DHEW Publication No. (OE) 72-119, Catalog No. HE 5.214: 14166. U.S. Government Printing Office, Washington: 1972. Price, $ .70.

The Education Law of 1970, popularly known as the *Libro Blanco* (White Book), and described in the next section of this pamphlet, initiated sweeping changes in the form and content of Spanish education. At the present time, halfway through the ten-year period during which these changes were intended to take place, it still is difficult to assess the legislation and its consequences. Only some of the proposed changes have been put into effect, although the eventual enactment of others seems reasonably assured. The fate of certain other parts of the law, at least as visualized by its proponents, is open to question. Whether or not the entire law ever is implemented, it has greatly changed Spanish education, as the following more detailed discussion indicates.

THE EDUCATION LAW OF 1970

The Education Law of 1970, which was designed to overhaul the Spanish educational system from kindergarten through the Ph.D., has had a triple effect. It has revamped already existing units and processes, established new organizational units, and added new and presumably more stringent checkpoints for students proceeding beyond the secondary level. However, the law has eliminated certain other checks, such as the revalidation of primary and secondary school work through state-administered final examinations *(reválidas)*, which previously were required before either the *Bachillerato Elemental* or the *Bachillerato Superior* (see pp. 5-6) could be granted. The law also has substituted a system of continuous grading or progressive evaluation for the traditional end-of-year examinations, which formerly were required at both the primary and secondary levels.

The most important aspects of the law as it affects college-bound students are: (1) the addition of one full year to the traditional elementary and secondary school curriculum, which will give Spanish students twelve years of primary-secondary education, instead of the former eleven years; (2) the revamping of the former Preuniversity Year; and (3) the imposition of a set of entrance examinations between that year and the first year of university level work. The last of these has been the most debated of all the changes announced so far. But the entrance examinations notwithstanding, Spanish officials hope that university education will have been upgraded to the extent that students will enter with more and improved secondary school and preuniversity training.

The new law also provides that eventually there will be relatively easy movement of students between what formerly have been considered separate and distinct tracks in the educational sequence. This feature, which only time will test, reflects the liberal thinking and the awareness of modern educational philosophy and psychology among the framers of the Education Law.

Changes wrought by the Law will affect both secondary and tertiary education, with implications for students entering U.S. institutions at both the undergraduate and graduate levels. The recommendations in this pamphlet will be most useful in regard to students who made or will make the transition from secondary to tertiary education between 1971 and 1978. In these years the older, more traditional system will have been in the process of being phased out and replaced by a system more like that of the United States.

GENERAL CONSIDERATIONS

Educational reform is a slow and difficult process in any country. To attempt to overhaul in ten years a system bound by centuries of custom deeply rooted in Spanish and European tradition reflects more visionary idealism than pragmatic realism. In addition, Spain is confronted with the major problem of adequately training a generation of university professors, as well as teachers at all levels, to take care of the unprecedented increase in the number of Spanish students seeking admission to higher education.

One important aspect of Spanish education to be taken into consideration is that an estimated 30 percent of the children receive their primary education in schools (*colegios*) maintained by the Roman Catholic church. There are also church-controlled secondary schools called, like the state-controlled secondary schools, *Institutos de bachillerato.*

A few privately operated primary and secondary schools also exist in Spain. These schools usually cater to the foreign communities in the larger cities and to well-to-do Spanish families. While these nonstate schools are required to meet state criteria on curriculum and standards in order to receive accreditation, it is unlikely that all of them will revamp their programs to match completely the reforms now being implemented in the state-controlled school system.

ENGLISH LANGUAGE FACILITY

In considering the admission of a Spanish student to a U.S. college or university, officials need information concerning the applicant's facility in the English language—reading, writing, speaking, and aural comprehension. The Test of English as a Foreign Language (TOEFL) or some other recognized standardized test administered under U.S. auspices is recommended as the most efficient way to determine this very important factor.

Standardized English tests are administered in Spain by the various binational and United States Information Service (USIS) installations, most notably at the *Institutos de Estudios Norteamericanos* in Barcelona and Madrid; by the Cultural Affairs Offices at the U.S. Embassy in Madrid and the U.S. Consulate in Barcelona; and by the Fulbright Commission in Madrid.

The USIS also offers English language instruction at a variety of locations in Spain. The programs at the *Institutos de Estudios Norteamericanos* in Barcelona and Madrid are especially recommended to Spanish students considering applying to U.S. educational institutions.

System of Education

BASIC GENERAL EDUCATION

The Basic General Education program *(Educación General Básica)*, which began to replace the old elementary school programs *(Bachilleratos elementales)* in the fall of 1970, became fully operational in the fall of 1974. As is the case with the secondary level *bachilleratos*, variants on the general pattern of the elementary *bachillerato* were introduced between the time Toven did his study and the mandating of the Education Law in 1970. Some data on these variants may be found in the booklet on the *bachillerato* published (in Spanish) by the Ministry of Education and Science in 1972.

The present eight-year course, which children now enter at age 6, is expected to lead to the newly instituted Uniform General Secondary School program *(Bachillerato Unificado y Polivalente* or BUP). Depending on the level of achievement in the Basic General Education program, students will receive either a diploma *(título)* or certificate *(certificado)*. The *título* will permit access to the BUP program; the *certificado* either will be terminal or will permit the student to enter the vocational-technical education track represented by the first level of the newly designed professional schools *(Escuelas de formación profesional)*.

UNIFORM GENERAL SECONDARY SCHOOL PROGRAM

The Uniform General Secondary School program *(Bachillerato Unificado y Polivalente*-BUP) is the second and key segment of the new primary-secondary sequence. It replaces the various pre-existing high school diploma programs described in Chapter III of Toven's study and those subsequently introduced. These include the *Bachillerato Superior* (the current secondary school diploma which is almost identical to the *Bachillerato General Superior* it replaced) and the *Bachillerato Técnico Superior*, which replaced the previous technical, professional, and vocational diploma programs. Current plans are that the three-year BUP will have replaced the two-year *Bachillerato Superior* completely by 1977-78.

The BUP and the Basic General Education programs are intended for all students, whether they are preparing for universities and professional schools, the higher levels of technical and vocational training, or expect to terminate their schooling with a secondary school diploma. When the BUP is implemented completely, the previous eight-to-ten year programs of primary and secondary education will become a two-part sequence of eleven years, with primary and junior high study covering the first eight years; the last three years will constitute the BUP.

Although the program has yet to be defined clearly, no major differences between the BUP curriculum and the curriculums of the former university-oriented *bachilleratos* are anticipated. The fundamental change will come in the extra year added to the sequence and in the approach to education, which is expected to follow modern pedagogical theory and practice.

COLLEGE ORIENTATION YEAR

Admission to the College Orientation Year *(Curso de Orientación Universitaria* -COU) is based upon the satisfactory completion of the *Bachillerato Superior.* After an experimental year in a few selected centers, the COU program was put into nationwide operation in the fall of 1971 as a means of more effectively orienting college and university-bound students to the type of training and academic discipline to be expected in institutions of higher learning. The COU has replaced the *Curso preuniversitario* (Preuniversity Year) which now has been eliminated. Although the new program has been in full operation for four years, additional COU centers still are being formed. They are affiliated with all types of schools at both the secondary and tertiary levels. Whether state, church, or privately operated, all are expected to offer essentially the same general program and to be subject to official guidelines.

Since the COU program is so new, it still is undergoing periodic evaluation and revision. The core of the program consists of three required subjects: Spanish, mathematics, and one modern language. Besides these three, the student must choose three electives from subject areas which correspond roughly to mathematics and science, the humanities, the social sciences, and the visual arts.

A COU center can be approved by the Ministry of Education and Science if it offers as few as five of the twenty or so specified elective courses, provided those five include at least one course from each of three of the four general subject areas making up the COU curriculum. COU centers enrolling fewer than 40 students are permitted to operate with a reduced list of electives from only two subject areas; they must, however, offer the three required subjects. Religious and political courses are compulsory for all students.

The principle of continuous evaluation is followed in the COU, as it is in the primary and secondary schools, but a final examination must be passed before the student may proceed to the tertiary level. The eight-subject examination covers the three required subjects, the three electives, and the compulsory religious and political courses. The COU transcript records grades achieved in all eight subjects, along with a composite average, which indicates either a pass, a partial failure, or a complete failure.

Those who fail a part of the examination (given in June) can make up the deficiency by enrolling in summer courses and passing a makeup examination in September. Those who receive a clearly failing grade in the June examination must repeat the entire year and pass a new examination in order to become eligible for college or university study. Grades are assigned by the COU faculty. A student may not enroll in the COU more than three times (summer makeup courses excepted).

UNIVERSITY ENTRANCE EXAMINATIONS

The adoption of university entrance examinations *(pruebas de acceso)* has only recently (Fall, 1974) been approved by the Spanish Parliament. The content of the examinations has yet to be precisely determined. The examinations now are required of every student completing the COU and seeking admission to a university or to a *Colegio universitario* (discussed below) and will serve as a final check on the applicant's readiness for college or university study.

One feature of the legislation on entrance examinations—in effect a compromise with the original radical aspect of the plan—would permit a student who failed the examinations to enter a university level institution on a provisional basis. The student would have four opportunities to pass the *pruebas* during the three years which comprise the first cycle of university study. If he or she failed the examination, the student would have the option of entering an *Escuela universitaria* or an *Escuela de formación profesional* (both discussed below) at the third year level. Even then it might be possible for the student to re-enter the university track,under certain conditions. Details of these conditions, or how much (if any) credit would be granted for provisional university level work taken by a student who eventually failed the *pruebas*, have yet to be worked out.

UNDERGRADUATE PROFESSIONAL AND TECHNICAL SCHOOLS

The undergraduate professional and technical schools *(Escuelas universitarias)* offer three-year academic, professional, and technical programs in architecture, business, education, and engineering leading to the degrees of *Arquitecto Técnico, Diplomado, Profesor,* and *Ingeniero Técnico,* respectively. Approximately 150 *Escuelas universitarias* either were functioning or were authorized during the academic year 1974-75.

Prior to 1972, most *Escuelas universitarias* were professional, technical, or normal schools, operated independently of the state university system, and did not require the same standards of admission as the universities and degree-granting

technical institutes. Since being brought into the state system, each *Escuela universitaria* is now loosely connected to the university in the district in which it is located; the connection is, however, less close than would be the case with a similarly situated *Colegio universitario*. Another important difference between the *Escuelas universitarias* and the *Colegios universitarios* is that the former require only the COU for admission, while the latter require both the COU and the *pruebas de acceso*.

The programs of the *Escuela universitaria* usually are considered terminal. Nonetheless, the new Education Law allows, at least in theory, fairly free transfer between the *Escuelas universitarias* and the *Colegios universitarios*, as it does among all types of tertiary level schools.

In certain cases students 25 and older can enter the *Escuelas universitarias* without having passed the COU, and even without having earned a high school diploma. In the latter case, they are required to pass special examinations.

UNDERGRADUATE COLLEGES

Undergraduate colleges *(Colegios universitarios)* are three-year institutions offering courses identical to those of the first three years (the first cycle) of the standard Spanish university curriculum. Courses are taught by university level faculty, using the same texts as those used in corresponding university courses. Each *Colegio universitario* either is maintained by or is under the supervision of one of the state universities. An example of the former would be a *Colegio universitario* located in the same city as a university, with the two institutions being jointly budgeted and actually sharing the same faculty. Although *Colegios universitarios* which are located at a distance from their sponsoring universities are similarly financed and are expected to meet the same academic standards, they naturally lack the advantage of having a faculty whose members hold concurrent university appointments. Some forty *Colegios universitarios* were in operation during the academic year 1974-75.

After completing the *Colegio universitario* program, students are expected to move on to the degree phase (the second cycle) at a university. The second cycle is of two years duration for all programs except medicine, which requires an additional year. In order to transfer to a university, a student whose preparation is considered inadequate, as measured by the regular end-of-year examinations, may be required to take special courses to make up deficiencies and/or pass an examination. No title or degree is conferred at the conclusion of the course of study in the *Colegio universitario*. Students seeking degrees either will enter the second cycle at a university, which leads after two years to the *Licenciado*, or will enroll in the third level at an *Escuela de formación profesional*, which leads to the degree of *Técnico Superior Diplomado*.

UNIVERSITIES

Spain now has 24 universities including two new types of institutions, autonomous universities *(Universidades autónomas)* and polytechnic universities *(Universidades politécnicas)*. This compares with the 14 in existence at the time of Toven's publication. Twenty-two are state supported and two are maintained by the Roman Catholic church. The latter, the Universities of Deusto (in Bilbao) and of Navarra (in Pamplona), are operated by the Society of Jesus and the Order of Opus Dei, respectively. Their entrance requirements are identical to those of the state universities, and their degrees are recognized officially by the state as equivalent to those granted by the state universities.

Of the ten universities established since 1967, two are autonomous and three are polytechnic. All are located in cities where established universities already existed (Barcelona, Madrid, and Valencia). The other five recently established universities are the Universities of Bilbao, Córdoba, Extremadura (in Badajoz), Málaga, and Santander, all with faculties considerably more limited than those of the 14 older universities.

The university system is, of all the segments of the Spanish educational establishment, the least affected structurally by the Law of 1970. It is, of course, beginning to feel the effects of the COU, and will surely feel the further effect of the *pruebas de acceso*. It also is quite possible that the elitist character of the Spanish university will give way to a more democratic one as more students reach higher education—one of the stated goals of the Education Law. Some indications of this already are apparent in the sharp increase in class size in many universities. It is hoped that one of the secondary results of the COU and the *pruebas de acceso* will be to select the best qualified students to enter the university, either directly or by way of the *Colegios universitarios* and *Escuelas universitarias*.

AUTONOMOUS UNIVERSITIES

The two autonomous universities *(Universidades autónomas)*, at Barcelona and Madrid, were established in the late 1960s as a response by the Ministry of Education and Science to the increasing number of students seeking higher education, and to student unrest which was widespread at that time. Like the *Colegios universitarios*, the autonomous universities theoretically are unhampered by the traditional statutes (dating in some cases from the Middle Ages), which limit the administrative freedom of the older universities. In reality, however, the actual autonomy enjoyed by these new universities is only nominal. Their programs and degrees are indistinguishable from those of the traditional universities.

POLYTECHNIC UNIVERSITIES AND HIGHER TECHNICAL SCHOOLS

The three polytechnic universities *(Universidades politécnicas)*, located in Barcelona, Madrid, and Valencia, are an even more recent creation than the autonomous universities. The term actually reflects an administrative arrangement, under the title of *Universidad politécnica*, of the *Escuelas técnicas superiores** which formerly functioned within the traditional universities of the three cities. Elsewhere, the *Escuelas técnicas superiores* remain attached to the traditional universities offering university degrees in engineering and architecture.

OTHER TERTIARY INSTITUTIONS GRANTING UNIVERSITY LEVEL DEGREES

Outside the Spanish university system, only a few tertiary institutions grant university level degrees. Two of these are the *Instituto Católico de Artes e Industrias*-ICAI (Catholic Institute of Arts and Industries) in Madrid and the *Instituto Químico de Sarriá* (Sarriá Chemical Institute) in Barcelona, both of which are operated by the Society of Jesus. The former offers programs leading to the *Licenciado* in law, business, and engineering. The degree granted by the latter, the *Ingeniero Químico Diplomado* (diplomate in chemical engineering), is considered superior to the *Diplomados* granted by the *Escuelas universitarias*, since it represents four rather than three years of tertiary study; the degree therefore may be considered to rank with the standard Spanish *Licenciado*.

The three Spanish military academies (Army, Navy, and Air Force) also have university status. Like the universities and the *Colegios universitarios*, they require the COU and entrance examinations for admission, although the examinations are of a specialized nature and are not the standard *pruebas de acceso*. Graduates of the academies are considered to have the equivalent of the *Licenciado*. Those who leave the academies before graduating, but after completing the basic course, may transfer to the second cycle at a university or to the third level of an *Escuela de formación profesional*.

In certain areas of study at some Spanish universities, it is possible for a student's entire program of classes during the fourth or fifth year, or both, to be scheduled in the evening. This is true, for example, of the linguistics major at the University of Madrid. In such cases, the course work is identical to that offered during the normal school day. The evening programs are referred to as *cursos nocturnos*.

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*AUTHOR'S NOTE: The literal translation is higher technical schools, but actually these schools represent Faculties of Engineering and Architecture.

Correspondence study and other forms of extension education (through radio, television, etc.) are now being offered in Spain at the tertiary level. Course work currently is available in most standard university subject areas, administered through the *Universidad Nacional de Educación a Distancia* (National Extension University), based at the University of Madrid. No degree is offered by extension, however.

PROFESSIONAL SCHOOLS–SECONDARY AND TERTIARY LEVELS

Under the general heading of professional schools *(Escuelas de formación profesional)* are grouped all of the nearly one thousand state, church, and private vocational and technical schools on the secondary and tertiary levels. These formerly were known as centers for secondary professional education *(Centros de enseñanza media y profesional)*, industrial institutes *(Institutos laborales)*, industrial secondary schools *(Escuelas medias laborales)*, etc. (see Toven, Chapters V and VIII). As their names imply, these institutions essentially are of high school level, although the new Education Law will extend some of them to what could be considered the U.S. community or junior college level.

Under the old system, students could choose the vocational-technical education track after only four years of primary school; they then spent either five or seven years in training which prepared them, as apprentices or as masters, respectively, for careers in fields such as automobile mechanics, electronics, photography, hotel management, and the like. When fully reorganized (the process has just begun and is expected to be complete by 1980), the *Escuelas de formación profesional* will be expanded to offer three distinct levels of training.

The first level *(primer grado)* will be open to students who have completed eight years of elementary schooling and, through examinations and/or special makeup course work, to those 14 and older who may lack the requisite academic background. Students who begin but do not complete the *Bachillerato Superior* (after 1977, the BUP) may also enter the first level, with advanced standing to be granted for course work already completed as part of the *bachillerato* program. The program of the first level, of two years duration, will include both course work and professional practice and will lead to the degree of *Técnico Auxiliar* (technical aide).

The second level *(segundo grado)* will be open to graduates of the first level, although some may be required to take a year of supplementary course work before being allowed to enter. It will also be open to holders of the *Bachillerato Superior*, holders of the BUP, and those 16 and older who have had equivalent training.

Courses at the second level may extend to as many as three years, and will lead to the title of *Técnico Especialista* (technical specialist). The precise point at which a holder of the *Bachillerato Superior* or BUP would enter the second level would depend in part on the student's prior academic record.

As can be seen by comparing the above description with that given by Toven, the first two levels of *Formación profesional** more or less correspond to the vocational and technical education system in effect in Spain since 1949. A change introduced by the Law of 1970 will be the third level *(tercer grado)*, which will provide advanced and specialized training. Courses at this level will be of one or two years length, depending on the specialty, and will be supervised by the appropriate level of university faculty. Students who complete the third level of *Formación profesional* will receive the degree of *Técnico Superior Diplomado* (higher technical diplomate). It is expected that many of these students will be graduates of the *Colegios universitarios* (which do not grant degrees) who choose not to go on to the universities.

Another major change will be the possibility of transfer from the *Escuela de formación profesional* to the university. Graduates of the second level may enroll in university level courses appropriate to their specialties and may transfer to a university, a *Colegio universitario*, or an *Escuela universitaria* by enrolling in the COU, passing the COU examination and (except for the *Escuela universitaria*) the *pruebas de acceso*. If they meet the entrance requirements (not yet disclosed but presumably the COU and the *pruebas de acceso*) qualified graduates of the third level will be able to transfer to the university, entering at the level of the second cycle; alternatively, they will be able to enter the *Escuela universitaria* directly (i.e., bypassing the COU), and may even receive credit for appropriate advanced work done in the *Escuela de formación profesional*.

OTHER EDUCATIONAL INSTITUTIONS

The conservatories of music, of dramatic arts (including dance), and of fine arts (including painting, drawing, and sculpture), as well as the schools of social welfare, fall outside the various educational patterns previously described. Admission to the three-year program of a school of social welfare requires the *Bachillerato Superior* or its equivalent in professional training. A high school diploma is not required for admission to a conservatory. Courses in the fine arts are of four years duration (five for those entering teaching careers); other programs in the conservatories vary in length according to the preparation and career goals of the individual student. It is understood that the Ministry of Education and Science is considering the eventual upgrading of the conservatories to the status of *Escuelas universitarias*.

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*Shortened version of *Escuelas de formación profesional*.

THE GRADING SYSTEM

The grading systems at the secondary and tertiary levels (including the COU) are practically identical. They are based on a scale of 1-10, with the following descriptive equivalents:

9-10	*Sobresaliente* (excellent)
7-8.9	*Notable* (very good)
6-6.9	*Bien* (good)
5-5.9	*Suficiente* or *aprobado** (satisfactory)
0-4.9	*Insuficiente* or *suspenso** (failure)

Admissions officers are cautioned not to arbitrarily equate this grading scale with the U.S. system of ABCDF. This especially is true of the range between 5 and 6.9; *bien* often reflects work of B quality, and *suficiente* and *aprobado* cover a spectrum much wider than that represented by the conventional U.S. range for C (C- to C+). The Spanish system has no equivalent for the U.S. grade of D (i.e., passing but unsatisfactory). The top two or three students receiving *sobresaliente* in a particular subject usually are granted the special distinction of *Matrícula de honor* (Honors). This designation carries with it a partial scholarship for the subsequent academic year.

In recent years some tertiary institutions have graded certain courses on a Pass/Fail basis. The Spanish equivalent of Pass in this system is *apto;* the equivalent of Fail is *no apto.* The word *convalidado* opposite a course on a transcript indicates that credit for the course has been accepted for transfer from another institution. The word *exento* indicates that the student was exempted from taking the course.

Spanish university students do more reading and independent study and participate less in classroom recitation and discussion than U.S. undergraduates. In accordance with European tradition, the schools place great importance upon the student's performance in a final examination, which may be the only examination taken all year.

At the tertiary level, it is generally agreed that grading is more severe in the sciences and in the professional schools than in the traditional university Faculties. It should also be kept in mind that, despite the highly unified nature of the Spanish educational system, complete uniformity in grading does not exist.

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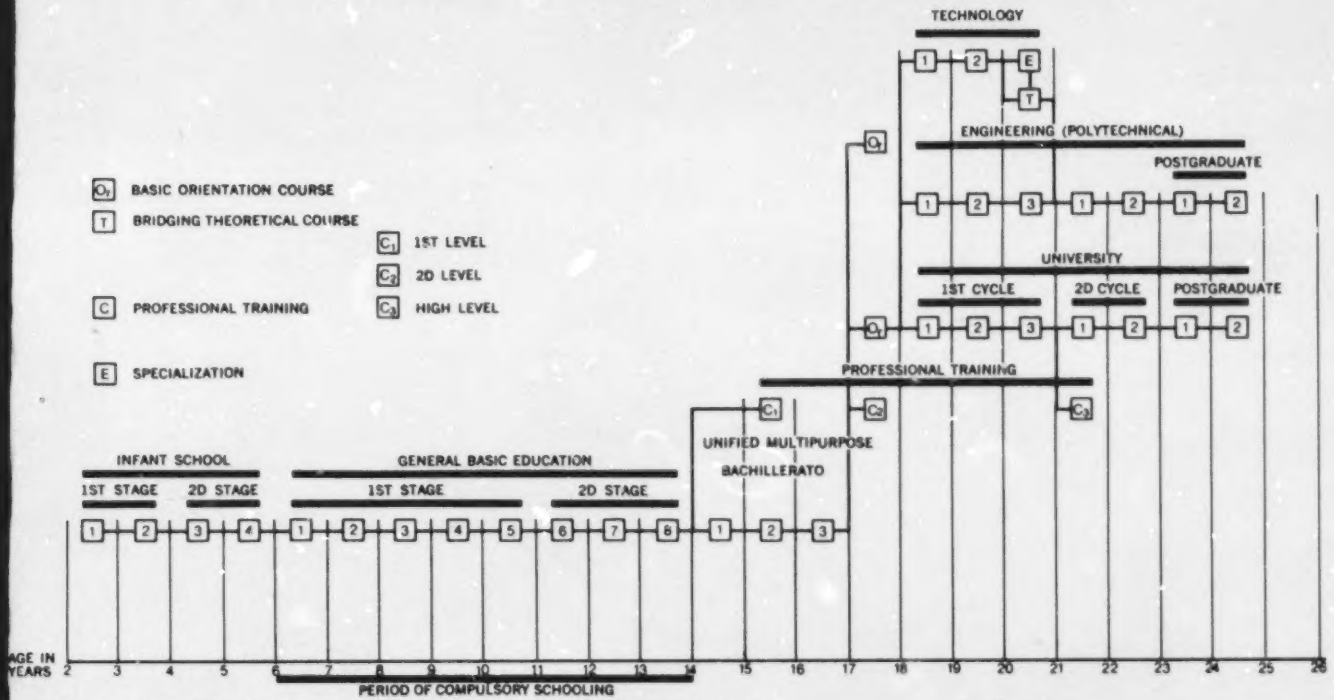
*The terms *suficiente* and *insuficiente* are standard in the primary and secondary schools and in the COU; *aprobado* and *suspenso* are the preferred terms at the tertiary level. To indicate failure of a very serious nature, the primary schools may employ the further term of *muy deficiente.*

Chart. Mandated structure of the Spanish education system



Source: Spain, Ministerio de Educación y Ciencia. *Report: Educational Reform in Spain.* Madrid: The Ministry, 1971.

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Placement Recommendations

The placement recommendations were approved by the Council on Evaluation of Foreign Student Credentials, October 2, 1975. The role of the Council is to review and modify as necessary the recommendations drafted by the author, in light of supporting textual material and the collective experience of the Council.

The credentials of students who attended school in Spain prior to 1970-71, when portions of the 1970 law went into effect, still can be evaluated in accordance with recommendations from the 1967 WES volume on Spain by the late J. Richard Toven. Recommendations based on the new pattern of primary-secondary education will affect only those students who complete their secondary training after 1978, at which time the former primary-secondary sequence of 11 years duration for college-bound students will have been increased to 12 years.

Students who entered the university system in 1971-72 or later will have attended institutions with names and descriptions different from those given by Toven; some students will have attended institutions which did not exist at the time he wrote. However, in general, university courses and programs have changed less drastically than might be inferred from information released by the Spanish Ministry of Education and Science and from comments in the Spanish press and elsewhere. The traditional grading system has not been changed and, in fact, has been incorporated into the new programs and new examinations introduced by the Law of 1970.

EDUCATIONAL BACKGROUND OF SPANISH STUDENTS (Title or degree earned is shown in parentheses.)	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
A. Vocational Background	
1. Applicants who have completed the *Bachillerato Técnico Superior* or *Bachillerato Superior Laboral*	1. should be placed at the secondary level—11th or 12th grade.
2. Applicants who have completed the first level of study in an *Escuela de formación profesional (Técnico Auxiliar)*	2. should be considered for secondary level—11th or 12th grade.

EDUCATIONAL BACKGROUND OF SPANISH STUDENTS (Title or degree earned is shown in parentheses.)	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
3. Applicants who have completed the second level of study in an *Escuela de formación profesional (Técnico Especialista)*	3. may be considered for admission at the secondary level—11th or 12th grade—or at the tertiary level in academic programs for which a vocational/technical background is appropriate.
4. Applicants who have completed the second level of study in an *Escuela de formación profesional (Técnico Especialista),* have completed the COU satisfactorily, and have passed the *pruebas de acceso*†	4. may be considered for undergraduate admission at the freshman level.
5. Applicants who have completed the third level of study in an *Escuela de formación profesional (Técnico Superior Diplomado)*	5. may be considered for undergraduate admission with transfer credit on a course-by-course basis in subjects applicable to the U.S. degree program.‡

†First administered in the Spring of 1975; no equivalent existed prior to that time (see p. 7).

‡The granting of undergraduate or graduate transfer credit may best be determined by using the U.S. institutional semester hour or quarter hour system. In considering transfer credit in a science or engineering curriculum, it should be remembered that Spanish college and university students frequently have considerably less laboratory experience than U.S. students at a comparable level. Laboratory facilities, while very good in many instances, usually are reserved for the research activities of the teaching faculty, who hire technicians instead of providing experience to their students by awarding research assistantships.

EDUCATIONAL BACKGROUND OF SPANISH STUDENTS	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
B. Academic Background	
1. Applicants who have not completed the *Bachillerato Superior General*, the *Bachillerato Superior*, or the BUP	1. should be placed at the primary-secondary level on a year-for-year basis.
2. Applicants who have completed the *Bachillerato Superior General*, the *Bachillerato Superior*, or the BUP	2. should be placed at the secondary level–12th grade.
3. Applicants who have completed the *Bachillerato Superior General*, the *Bachillerato Superior*, or the BUP, and have completed the *Curso preuniversitario* or the COU* satisfactorily	3. may be considered for undergraduate admission at the freshman level.
4. Applicants who have satisfactorily completed one to three years at an *Escuela universitaria* leading to the following degrees: *Arquitecto Técnico, Diplomado, Ingeniero Técnico*, or *Profesor*	4. may be considered for undergraduate admission, with transfer credit in appropriate subjects, on a course-by-course basis.‡
5. Applicants who have satisfactorily completed one or two years at a university or *Colegio universitario*	5. may be granted undergraduate admission with transfer credit on a course-by-course basis.‡

*Students who completed the *Bachillerato Superior General* or *Bachillerato Superior* prior to 1970 may not have taken the COU (see p. 6). They may, however, have taken the old *Curso preuniversitario* or Preuniversity Year (see Toven, pp. 18-19), which was discontinued after 1969-70 and which offered courses similar to those of the COU. For admission purposes, the *Curso preuniversitario* may be considered to be the equivalent of the COU. Where appropriate, credit for courses taken in that year may be granted on the same basis as that granted for COU courses.

‡See p. 16 for footnote.

EDUCATIONAL BACKGROUND OF SPANISH STUDENTS	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
6. Applicants who have satisfactorily completed the first cycle of study at a university and/or *Colegio universitario,* but who have not yet completed the *Licenciado* (i.e., those who have completed three years of university level education)	6. may be considered for undergraduate admission with transfer credit on a course-by-course basis.‡
7. Applicants who have satisfactorily completed the *Licenciado* (five or six-year program)	7. may be considered for admission to graduate degree programs with the possibility of limited graduate transfer credit.‡
8. Applicants who have satisfactorily completed the *Licenciado* and a year or more of additional course work and/or research	8. may be considered for admission to doctoral programs.

‡See p. 16 for footnote.

Appendix

SPANISH UNIVERSITIES

A. Universities under State Control.

Universidad de Barcelona
Universidad Autónoma de Barcelona
Universidad Politécnica de Barcelona
Universidad de Bilbao
Universidad de Córdoba
Universidad de Extremadura (in Badajoz)
Universidad de Granada
Universidad de La Laguna
Universidad de Madrid (now usually referred to by its traditional title, Universidad Complutense de Madrid)
Universidad Autónoma de Madrid
Universidad Politécnica de Madrid
Universidad de Málaga
Universidad de Murcia
Universidad de Oviedo
Universidad de Salamanca
Universidad de Santander
Universidad de Santiago de Compostela
Universidad de Sevilla
Universidad de Valencia
Universidad Politécnica de Valencia
Universidad de Valladolid
Universidad de Zaragoza

B. Universities under Private* Control.

Universidad de Deusto (in Bilbao)
Universidad de Navarra (in Pamplona)

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*religious control.

Glossary

(Spanish terms enclosed in parentheses do not appear in this study, but are included because they frequentiy appear on Spanish transcripts and in educational publications.)

Arquitecto Técnico	Degree awarded on completion of program in architecture in an *Escuela universitaria* (not equivalent to a university degree in architecture).
(Asignatura)	Individual subject or course forming part of a one-year program of study.
Bachillerato	Secondary school program or diploma.
Bachillerato Elemental	Former elementary school program or certificate.
Bachillerato Superior	Former secondary school program or diploma.
Bachillerato Superior General	Former secondary school program or diploma, superseded by the *Bachillerato Superior* in the late 1960s.
Bachillerato Técnico Superior	Former vocational-technical-professional secondary school program or diploma.
Bachillerato Unificado y Polivalente (BUP)	Uniform general secondary school program or diploma.
(Calificación)	Grade for a course or examination.
(Catedrático)	Full professor at university level; also occasionally used to designate a secondary school department chairman.
Centro de enseñanza media y profesional	Center for secondary and professional education, phased out with the introduction of the *Escuelas de formación profesional.*

(Centro docente or *Centro)*	Educational institution.
Certificado	Certificate; specifically, since 1970, the certificate awarded on completion of Basic General Education (does not qualify recipient for entry into academic secondary study).
(Ciclo)	Cycle or phase of a university curriculum (see also *primer ciclo, segundo ciclo, tercer ciclo).*
Colegio	Primary school, usually church-controlled.
Convalidado	Term indicating course accepted for transfer credit.
(Curso)	Academic year.
(Curso de verano)	Summer session.
Curso nocturno	Course of study composed entirely of evening classes.
Curso preuniversitario	Former Preuniversity Year, discontinued with the introduction of the COU.
Diplomado	Intermediate college degree, usually awarded after three years of tertiary level study; specifically, since 1970, awarded on completion of business program in an *Escuela universitaria* (not equivalent to a university degree in business).
(Doctorado)	Doctoral degree.
Escuela media laboral	Industrial secondary school, phased out with introduction of *Escuelas de formación profesional.*
Escuela técnica superior	University level Faculty of Engineering or Architecture.

Exento	Exempt; a term indicating a course was not required.
(Expediente)	Transcript.
(Facultad)	College or school within a university.
(Filosofía y Letras)	Liberal Arts.
Ingeniero Químico Diplomado	Degree awarded by the *Instituto Químico de Sarriá*, equivalent to the *Licenciado* in chemical engineering at a Spanish university.
Ingeniero Técnico	Degree awarded on completion of engineering program in an *Escuela universitaria* (not equivalent to a university degree in engineering).
(Instituto)	Generic term for institute at any educational level; frequently implies a secondary school.
Instituto de bachillerato	Secondary school.
Instituto laboral	Industrial institute at secondary level.
(Investigación)	Research.
Licenciado	Normal first university degree, granted at end of five years of tertiary study (six years in medicine).
(Licenciatura)	Alternate term for *Licenciado*, currently little used.
(Nota)	Grade.
(Primer ciclo)	First cycle or phase of a university curriculum, comprising the first three years of study.
Primer grado	First level of study, of two years duration, in an *Escuela de formación profesional*.

Profesor(a)	Professor or teacher; also, since 1970, degree awarded on completion of education program in an *Escuela universitaria* (not equivalent to a university degree in education).
Reválidas	Former state-administered yearend examinations given at elementary and secondary levels, graded by outside faculty and superimposed on internally-administered final examinations.
(Segundo ciclo)	Second cycle or phase of a university curriculum, comprising the fourth and fifth years of study, normally terminating with the *Licenciado.*
Segundo grado	Second level of study, of one to three years duration, in an *Escuela de formación profesional.*
Técnico Auxiliar	Technical Aide (degree awarded on successful completion of first level of *Escuela de formación profesional*).
Técnico Especialista	Technical Specialist (degree awarded on successful completion of second level of *Escuela de formación profesional).*
Técnico Superior Diplomado	Higher Technical Diplomate (degree awarded on successful completion of third level of *Escuela de formación profesional).*
(Tercer ciclo)	Third cycle or research phase of a university curriculum, beginning with the sixth year and normally terminating with the *Doctorado;* may vary in length from one year (two years in medicine) to as many as needed to complete the doctoral thesis or dissertation.
Tercer grado	Third level of study, of one or two years duration, in an *Escuela de formación profesional.*
Título	Diploma or degree.

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